MIDDLEBURY COLLEGE

Your Family and Middlebury

THE MIDDLEBURY OF TOMORROW

What is the College's perspective for the future?

Will there be changes in the curriculum?

What is the future of foreign Languages?

Will there be a change in tomorrow's students?

How will Middlebury's future be financed?

SPRING
1962

Parents' gifts to Middlebury College this year have achieved an all-time high. As of April 25th, total gifts from parents amounted to $138,190.73

The E. I. duPont de Nemours Corp. has announced the names of three Middlebury faculty recipients of summer study awards for 1962. They are: Mr. Lee A. Lendt, Instructor in Political Science; Dr. Robert F. Reiff, Assistant Professor of Fine Arts; and, Dr. Klaus H. Wolff, Assistant Professor of Economics.

On the occasion of his retirement as Chairman of the Board of the Associated Merchandising Corp., Joseph P. Kasper, '20, was honored by a gift of $25,000 made by the Directors of this corporation to Middlebury College for the purpose of endowing a Joseph P. Kasper Scholarship Fund. Mr. Kasper has long been interested in the affairs of the College and served as national chairman of the Middlebury Memorial Fund which raised funds for the construction of the College's World War II Memorial Field House.

All-American honors for the fourth consecutive year were received by a Middlebury hockey player. This year's All-American is Dates Fryberger, '63, the third highest college scorer in the East during the 1961-62 hockey season, which Middlebury ended with a record of 11 wins, 9 losses, and 2 ties, bringing the six-year record to 83-43-3. The Panther basketball team posted its first all-losing year since 1945-46 with an 0-17 record for a six year total of 17 wins, 96 losses. The ski team finished first at the St. Lawrence University Carnival, and second at the Dartmouth and Middlebury Carnivals. Another second place was won by the Panthers in the Eastern Ski Championships. In freshman sports, Middlebury won 5 and lost 4 games in basketball, while in hockey the record was 4 wins and 2 losses.

Dr. Stephen A. Freeman, Vice President of the College and Director of the Language Schools, is serving on a committee of specialists surveying language instruction in New York City public schools.

At the April meeting of the Board of Trustees, ratification of the faculty decision to drop the Contemporary Civilization course took place.

Four faculty members will be on sabbatical leave next year. Professor of French, Claude Bourcier, will be on Sabbatical for the entire year, and Vice President Freeman, Professor of French, will be away the first term. Professor of Spanish and Italian, Samuel Guarnaccia, and Dr. Henry Prickitt of the English Department, will be on leave the second semester.

The College will offer a course in the history of the Middle East and Africa next fall to students interested in studying the emerging nations of that area. Mr. H. McKim Steele of the History Department will be in charge of this course.

Your Family and Middlebury

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the MIDDLEBURY of TOMORROW

THIS special section on *The Middlebury of Tomorrow* projects into the next decade the President's, faculty and Alumni hopes, dreams and aspiration for Middlebury College so that it will grow stronger in a position of leadership.

A great challenge faces Alumni, parents of students, and friends, both in the immediate present and the future. The members of the Middlebury family today in meeting this new and thrilling challenge, have an opportunity—and an obligation—to set the tone for the generations of Alumni to come, so that Middlebury College can continue in the vital years ahead as a market place of competing ideas, points of view and values with the common currency agreement on seeking truth.

During recent years those who view as most significant the particular mission of Middlebury have been engaged in bringing consolidating and rejuvenating forces to bear in the College community, to the end that Middlebury will be alert to the role which by tradition and desire it has sought to fill. The decade of fifties was marked by progress in all facets of life at Middlebury College; this sense of dynamism continues into the sixties as the College faces years of even greater challenge.

The good education of youth has been esteemed by wise men of all ages as the surest foundation of the happiness both of private families and of commonwealths.

BENJAMIN FRANKLIN

What is the College's perspective for the future?

By Dr. Samuel S. Stratton, *President*

RECENTLY I sat with a group of Middlebury citizens to listen to a discussion on town planning led by an expert in the field. We already have a town planning commission and undoubtedly in some months' time a blueprint for the future developments of the Town of Middlebury will be presented to the residents for their approval. As a resident I find myself wondering if it is not too late to change or even direct our land utilization; or after all I thought perhaps the charm of the village is imbedded in the narrow main street, the antiquated store fronts, the cluster of ancient stone buildings below the falls, and such familiar landmarks.

I mention this because for some months we at the College have also been trying to get a perspective on the future. Perhaps with nostalgia some of us would think that our only problem is to preserve our values and traditions and the beauty of our campus. A reading of articles in many magazines with nation-wide distribution about the future of the country's colleges should be sufficient to shake us out of any feeling of smug satisfaction in maintaining our status quo. The population explosion, the astounding breakthrough in science and technology, the impact of the Cold War and grave uncertainties in the international situation compel us to relate the College to this changing environment.

Of first importance in the planning for the next decade of Middlebury College is the matter of size. Since the early post-war years, by design, our enrollment has remained relatively stable—approximately 1250 to 1280 undergraduate students. (Our almost spectacular growth of physical facilities has been undertaken only to provide better conditions for teaching and learning.) An increase in size can come about simply by yielding to the pressure for admission. It can be accommodated by crowding to the point of no elbow room, with some additional dormitory space financed by government loans.

We have refused to think of expansion in such terms. The Trustees have, however, decided to look forward to a student enrollment of 1600 by 1970. It is our belief that with the expansion in enrollment in other universities and colleges, Middlebury will still be a relatively small college. In the 1920's from 400 to 700 indicated a "small" college. In the 1970's, a college of 1600 will, we believe, preserve the atmosphere and environment we seek and yet be large enough to attract the quality of faculty we must have, and to provide the diversity of student and faculty interests and pursuits necessary for excellence in education.

In anticipation of an expansion of this degree, we believe that we can acquire the capital funds necessary, and, of equal importance, our studies indicate that we can operate on a sound financial basis with an enrollment of 1600. These forecasts of course anticipate increased support by our Alumni and increased capital sums from foundations and corporations and private donors. Furthermore, the increase in size would be by stages over ten years, thus preventing any maladjustments that might result from sudden, unplanned changes in a student population.

Unlike some city universities or even some colleges located in small towns, Middlebury is fortunate in having a campus which can accommodate more buildings without destroying the vistas and open spaces which make us almost unique. Such buildings should include perhaps two additional dormitories for women and two for men. Increase in the accommodations for men might be arranged to provide for fraternity living. We plan also for a new language center, to include classrooms, laboratories, and offices, which would benefit both the College and the summer language schools. Our natural science facilities would need to be expanded either by a new building or by the expansion and renovation of our present science buildings. Other physical needs might develop such as a new Art Gallery-Music Center, but for the proposed expansion in enrollment we feel the facilities mentioned would be adequate.

When we move from size and facilities in our planning for 1970, it becomes more difficult to pinpoint objectives.

We can agree upon the basic need for the continued pursuit of excellence; however, what will constitute excellence and how we should work to attain it for future generations of students are questions that can and do bring about diversities of opinions. Some of the faculty believe that we must have an even higher ratio of faculty to students to provide even smaller classes and more time for supervision of independent study and for research. Others stress the need for a greater diversity in the student body lest the Middlebury student conform to a norm in attitudes, interests, and even in looks.

Included in this thinking is the hope that we can very sizably increase the number of foreign students in our classes.

The urgency of a dramatic increase in salaries to keep and attract a high quality of faculty comes high on any list of objectives. Many other proposals could be mentioned, but I shall only add the concern for more generous provision for sabbatical leaves and the desirability in our location of bringing many more distinguished lecturers and scholars and artists to our campus to conduct seminars for brief periods. It is argued that thus we can stimulate greatly the intellectual atmosphere of the College.

Planning, however, whether for a town or college must be realistic in terms of resources. Our problem therefore must be to plan realistically for what we hope to achieve in the next ten years. It is my belief, excluding war or a period of stagnation in our national economy, we can anticipate resources sufficient to maintain a college of 1600. I believe we can continue to improve salaries and fringe benefits, if not dramatically, by substantial amounts. Opportunities for more frequent sabbatical leaves for scholarly work can be provided and provision for more visiting scholars and artists is not impossible of attainment.

In reaching our goals, however, we must find ways and means to utilize our resources more effectively. Perhaps in due time the faculty will find merit in a four-course curriculum instead of the present five. If so, the student body can be increased without proportional increase in faculty, and the means for increased salaries will be at hand. Perhaps new teaching devices will make it possible to relieve faculty from the drills and testing and provide more time for the intimate relationship between student and teacher that can make learning more meaningful and challenging.

Certainly in our planning for the next ten years we cannot rest on our laurels, but in the desire to meet new conditions we should not contemplate a Middlebury so changed in spirit and values as to be unrecognizable. There is nothing happening in the world which can reduce the importance of liberal education. There is nothing brewing that should reduce our desire to provide on our historic and beautiful campus a valued experience for young people selected on the basis of character, intelligence, and desire for self-improvement. No perspective for the future can exclude our awareness of the need for mutual respect between a faculty member and student. No blueprint can be acceptable unless it gives recognition to the sharing on this campus of a common high purpose. I would also hope that our plans will never preclude an understanding of the place of extra-curricular activities and physical development. Surely these have a role in the preparation of our young men and women for their post-college careers.

In short, in the next decade we must do whatever is possible to intensify the spirit of learning and intellectual inquiry in our college community, but we must do so without sacrifice of a wholesomeness and friendliness and respect for individual differences and interests which have been characteristic of our total environment over many years.

Will there be changes in the curriculum?

By Dr. John G. Bowker, *Dean of the Faculty*

A FRIEND OF MINE writes a column for a financial publication in which he attempts to describe the pulse of the investing public and to advise his readers and clients as to their most profitable course. He uses statistical trend graphs, point and figure charts, copious factual data and his own mysterious "key to success" to predict the future for the markets. With the announcement by the Editor of Your Family and Middlebury that the theme of this issue is to espy the *Middlebury of Tomorrow* I am inclined to reach for my slide rule and apply the Method of Least Squares to some of the Registrar's data. Possibly there is a formula describing curric-

ular trends which when projected to 1970 will reveal many of the changes we are to witness in the period ahead but analytical procedures cannot produce valid results when the hypothetical bases which one must have for reference are constantly shifting. As our financial friend tries to impress his readers with the likelihood of violent market action in the near future, I predict an exciting decade in higher education as colleges and universities strive to match their resources supplemented by federal funds to the responsibilities they must assume. My two favorite issues in the category of curriculum are Superior Students and Obsolete Credit Systems.

Colleges and universities will continue to provide higher education for all who can profit by it but more attention must be focused on individual needs and differences than has been the case heretofore. The ungraded elementary school, advanced standing courses in the high school, advanced placement, independent study and honors programs in the colleges are early indications of a recognition of the shocking waste in lock-step education and our hurried attempts to allow the course of each individual student to be charted with his particular potential in mind. We are as different in mind as in facial features. The typical curriculum designed so that a group of students progresses at an average rate is no longer adequate and the Advanced Standing Program to which we devoted considerable space in the Faculty Page of last issue of Your Family and Middlebury enables superior students to literally skip college work which has been effectively covered in the high school years. I look for this program to accelerate. Middlebury was a pioneer in the experimental years of Advanced Standing. Several of our faculty were invited to work on the syllabi for the original advanced-level high school courses and we were among the first to agree to honor such achievement with both advanced standing and credit toward the A.B. degree. Although the program has grown rapidly, the number of participating high schools is relatively small in comparison with the total number in the United States. In the high schools, particularly in rural areas, difficulties stem principally from factors related to school finances. Parents of "bright" high school students would do well to read a practical little book—"The American High School and the Talented Student" by Frank D. Copley, published by the University of Michigan Press at Ann Arbor.

The college curriculum is in rapid motion in diverse directions and I look for many significant changes in the period ahead. This is the first year of required Independent Study for our seniors. Independent Study is not a new concept. In the Columbia University Press study, "The Independent Study Program in the United States" by Robert H. Bonthius, we learn that Princeton began to use the term "independent study" for its four-course plan in 1923. In 1925 Stanford University used the same term to describe its "new" program. Independent study differs from non-supervised reading. We are finding that it assumes many forms in the several major departments at Middlebury but in every instance a faculty member keeps in quite close touch with the progress of the students, serving both as counselor and guide. It is hardly tutoring, for the student enjoys as much freedom and choice in selection of areas in which to read as the particular subject will permit. There is usually no requirement that the student conform to the rate, depth, or scope of an organized class group. The importance of careful faculty guidance in an independent study program cannot be stressed too deeply. This might be construed as contrary to purpose. Actually the student is learning how to dig out information, where to find it, how to organize ideas and create from them. He needs guidance to study independently if the aims are to be achieved. The present Middlebury program bears no credit but the guidance provided in each instance insures that the student will be adequately prepared for the departmental General Examinations which must be passed in May. For successfully passing this examination, six credits are granted. These credits are a degree requirement.

The Middlebury faculty has voted down the proposal for a four course curriculum. Independent Study for seniors was a step in the four course direction, however, and I look for the ready acceptance of a self-study unit at the junior level within a very few years. Quite possibly at a lower level as well. Seniors are somewhat alarmed at the challenge of an examination on questions they have never encountered in formal courses but there is an air of deep responsibility among them stemming from a clearer appreciation and better understanding without the pressure of conventional assignments and hour exams. Midway through this second semester several have reported that only now are they becoming aware of the advantages of self-directed study. It is a method of teaching and learning which best enables every student to work in accord with his individual abilities and potential and to be responsible for his own achievement. If we believe it is good for the student and we find many of our seniors not prepared to study independently with sufficient depth and understanding in their chosen major field of interest, then earlier opportunities should be provided for this teaching-learning technique. This can and I expect will be done within the framework of a broader four course plus independent study program.

In our efforts to further eliminate possible waste of duplication particularly in the freshman year we are studying at the moment the advisability of abolishing the required first year course in Contemporary Civilization. The Social Science Division of the faculty of which C.C. is a part, has voted to so recommend to the faculty as a

whole. There would seem to be serious danger of omitting essential background material if the course is dropped but it may be possible to avoid this consequence by adopting a new distribution requirement in the social sciences and reorganizing the elementary courses in history and political science. Here a basic approach to political thought can be provided. In the study of history today the emphasis is on ideas and values, not bare facts. Political theory deals primarily with the relationship of the citizen to his state. These are the major concerns in the first semester of the C.C. course where background is established by readings in Machiavelli, Locke, and Mill and discussion centers on implications of their different views in present day problems. The second semester deals with nationalism and communism and the impact of these two major forces on the world today, particularly Africa. The proposal is not to drop such vital material from the curriculum.

Supporters of the move to dispense with the C.C. course point to the broad offerings we now have in history, political science, anthropology, economics, fine arts, geography, religion, and the cultural courses in foreign language literatures, all of which increase knowledge and better understanding of the needs and actions of other countries. It is generally agreed to be quite possible to frame a distribution requirement across these departments which would offset the loss of C. C. Rutgers University has just announced plans for a new major designed to "prepare Americans to communicate better with new and underdeveloped countries." Such an area study could well be a part of Middlebury's curriculum during the next decade.

The many former students and friends of Dr. Leonard Hoag, who has been in charge of the C.C. program for the past six years and is now in Korea on a Fulbright assignment, will be interested to learn that he will return in the fall as Professor of Political Science. Dr. Hoag came to Middlebury in 1947 as a specialist in the government and politics in the Far East and taught in the Political Science Department prior to joining the late Professor Waldo Heinrichs in Contemporary Civilization.

One of the direct and important effects of the proposed action will be a broadening of the freshman curriculum by opening courses to freshmen in most if not all of the above-mentioned world civilization areas. The Chairman of the Freshman Counseling Committee, Mr. Fred Swift, has spoken favorably of the need of this breadth in freshman elections so long as we require first year students to choose a major field of concentration in April. A freshman may not take courses in economics, fine arts, geography, or religion at the present time and if he elects to major in one of these departments he does so without prior exposure to the field.

The Humanities and Language Divisions will continue to be worthy of the prestige they have brought to Middlebury in the past fifty years. Except for expansion into languages other than those of Europe, I look for little change in their curricula. A serious shortage of teachers in the languages will have to be faced. Possibly greater use of laboratory methods and mechanical aids will be necessary. Reports on experiments with teaching machines in the languages indicate greater success there than in other subject areas. The further sharing of faculties among colleges through the medium of television may relieve teacher shortages in acute situations. So much has been said and written about the "explosion" of knowledge in the natural sciences and mathematics that a detailed projection of science at Middlebury in the next decade would exhaust the patience of our Editor. There will be far-reaching and important curricular developments, possibly the breakdown of departmental partitions on a broad front as biology becomes more physical, physics more chemical, and all the sciences including geology look to the mathematician for an analysis and interpretation of experimental results. Mathematics is far more than simply a tool of the scientist in the weighty role it plays today.

The need for added physical facilities is most acute in the laboratory sciences at Middlebury and will become more so as the College grows in size. Freshmen have been excluded from geology for the past two years because of lack of another geological laboratory. Temporary relief for biology may come with the plan to move geography to Recitation Hall. Ph.D. chemists and biologists today must devote a considerable part of their time to research in order to keep abreast with the rapid developments in their fields. This requires that each professor have a reasonably large office-laboratory facility. Warner Science Hall was not planned with such in mind. Fortunately, the Development Program now gives high priority to a new science building.

We are confident that the revised program in chemistry described in the Faculty Page of the last YOUR FAMILY AND MIDDLEBURY will provide that department with the flexibility and depth it needs to meet the challenge ahead. General Physics for prospective majors now encompasses so much more material than was true even a brief ten years ago, I look for it to become a three semester course in the near future, possibly with less time spent on laboratory and more on theory and problem solving. Development of experimental techniques might well be postponed for these students until the laboratory approach can be one of true investigation into more advanced topics. A more descriptive model of General Physics, with laboratory, would still be offered on the one year basis for those students whose plans do not require the more demanding and thorough approach. Geology is in great demand supported by an unrestricted natural fertile laboratory in this section of Vermont. Enrollments here could grow exponentially when facilities permit. Geography has

never been included in the several Group requirements of the curriculum but it has enjoyed great popularity as an upper-class elective. One hundred forty-four students are enrolled at present. The Department is seeking freshman classification for a new course in World Regional Geography wherein acquaintance with the lands and peoples of the world, their problems and prospects, would be gained. I expect this proposal to merit ready acceptance by the faculty particularly if the Contemporary Civilization course is abolished.

Earlier in this "forecast" I mentioned Obsolete Credit Systems as an issue for the Sixties. In recent discussions of means to compensate for the loss of the Contemporary Civilization course several worthy suggestions could receive little consideration because they violated the "3 points per course," "120 credits for the baccalaureate," rules which have become almost sacred. A 1959 report by the Fund for the Advancement of Education pointed out:

One great difficulty with the traditional patterns of education is that they are presented to students in fairly rigid units which may be administratively convenient but which are educationally inefficient and actually hamper student and instructor in making the most effective use of time. We have acted on the assumption that there is not effective learning unless a course is offered as a packaged, semester unit for a given number of contact hours per week. Content must be padded or trimmed down to fit neatly into such a prescription and, generally speaking, innovations which would disturb the complex schedule of classes are discouraged.

Up to the present we have made four inroads into this rigid credit-class hour convention at Middlebury: (a) we grant no credit for the independent study program which frequently involves seminars; (b) examinations are accepted for credit in lieu of class attendance under the Advanced Standing Program; (c) successful completion of one's general (comprehensive) examinations afford the student six hours credit toward his degree; (d) each major department offers tutorials on an unspecified contact-hour basis dealing in depth with individually tailored projects. Achievement under (d) may be evaluated as worthy of 3 or 6 points but at present the credit must be in multiples of "3" which fact in itself would be difficult to defend. Honors candidates earn 7 credits for successful completion of an honors examination and thesis, the "7" in this instance being an administrative device to permit an honors candidate to take but three other courses while preparing his thesis. Participation in the choir will hereafter be recognized for one credit per semester as is laboratory work in the sciences.

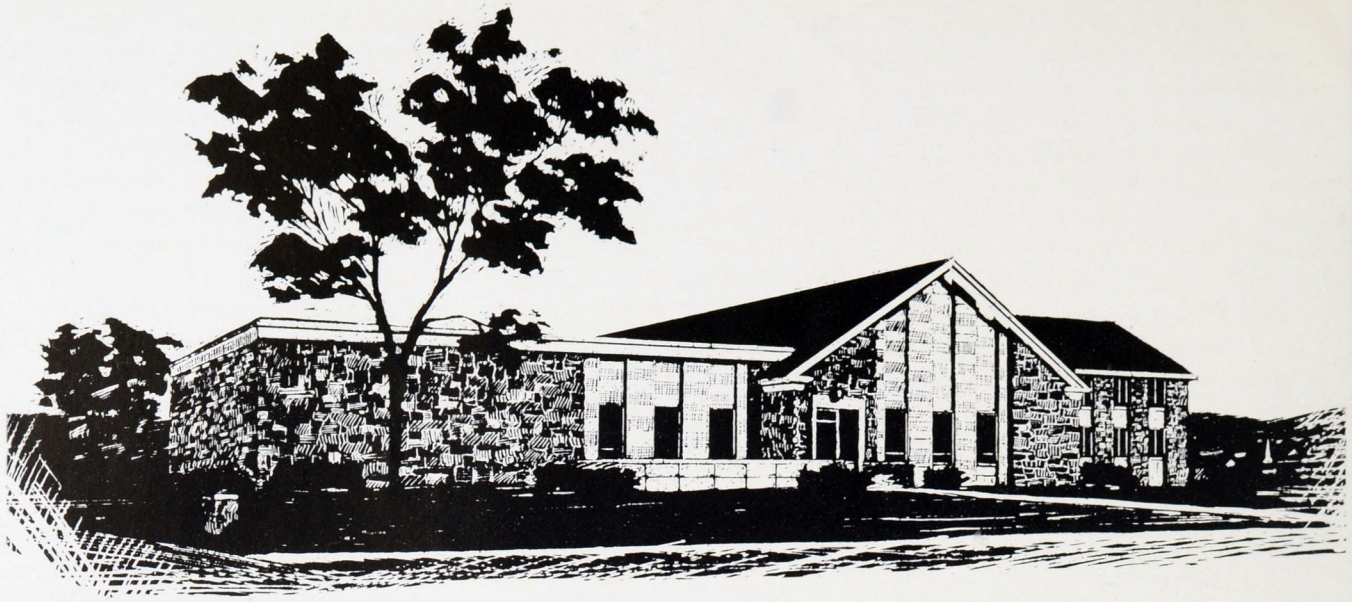
Flexibility in course offerings has long been recognized as a means of better adjusting the curriculum to changing needs of new generations of students. But there has been too little attention, or inclination, to revise the system used to measure progress. The credit-hour as a measuring and communicating instrument was introduced originally because it was an easy method to use and record. I predict the gradual breakdown of this unfortunate index of achievement in learning and the substitution of other means of providing an overall measure of the quantity and quality of an education.

What is the future of foreign languages?

By Dr. Stephen A. Freeman, *Vice President*

TWO NEW BUILDINGS now being planned for the Middlebury campus testify to the importance of the study of foreign languages in the Middlebury curriculum, and in the national interest, for the coming years. These are the Language Center, and the Language Dormitory for Women.

Scheduled for erection this fall, to the northeast of the Château and nearly in line with the Wright Memorial Theatre, the Language Dormitory for Women will do for the other modern languages studied on the campus what the Château has done for French since 1925. It is designed to provide separate facilities for seventy students who wish to "live" four different modern languages. It will replace the present unsatisfactory Casa Española and the Deutsches Haus; a Russian House and perhaps an Italian House or some other language are also provided for. Each language will have its own area, with separate entrances from a main lobby, separate lounge and study rooms, and its own apartment for its native Directress. There will be a large central lounge available for use by any of the "Houses." All rooms will be double, and the capacity for each language will range from ten to twenty-



Architect's sketch of the Language Center which is "the next most needed facility in Middlebury's Development Program."

six. Doors and stairways are placed ingeniously to permit various combinations of space for greater flexibility of use, either in the academic year or during the summer session. No dining room is planned; students will eat at separate tables in one of the other college dining halls. Trustee approval has been given, pending the final authorization of a Federal loan.

The Language Center has been authorized by the Board of Trustees as the next most needed facility in Middlebury's Development Program. The tentative site has been selected at the corner of College Street and Château Road, on the present location of the Casa and Voter House. Architects' drawings show a story-and-a-half structure, in the style of the Battells, which will be the coordinated center of all the activities of the Language Division, winter and summer. From the lobby and control desk, traffic will divide to the three main areas and functions of the building: the student practice facilities, the audio-visual classrooms, and the offices.

The language practice cubicles will be the heart of the operation. Fifty-one separate acousticized rooms, each equipped with individual tape play-back and recording machines, will permit a student to work at his own pace on his own assignment, in any language, just as he does on a book or theme in the library. At the same time, by proper wiring, an instructor may monitor or correct any one of these students, and broadcast a test or oral exercise to a class in any combination of the fifty-one cubicles. By sign-up sheets, it is estimated that the needs of all language students will be met between 8:00 a.m. and 10:00 p.m. Studios and work rooms for the development of taped and disc materials, a tape library, and storage rooms are included in this section. This is the "library" type of language laboratory, which Middlebury is recognized for developing, as contrasted with the classroom type often pictured.

Another area of the Center will contain two classrooms for twenty-five students, one for fifty, and a larger hall for about one hundred and sixty. All these will be designed for the effective use of audio-visual equipment for language instruction. The three larger rooms especially will be adapted to the newest techniques. Instead of attempting to reduce all language classes to small units of eight or ten as in the past, we plan to give linguistic and grammatical explanations or instructions one day a week to all the students at a certain level, as for instance all of the 150 students in the seven sections of French 12; and then send them to the laboratory individually, to drill themselves, not only on pronunciation, oral comprehension and oral expression, but on grammar and syntax, by pattern practice. The resultant skills will be tested both in the laboratory and in occasional small classroom groups. Since much of this operation can be conducted by technical personnel, the saving of faculty personnel and time is obvious. Since the student works at his own pace and according to his need, the highly heterogeneous backgrounds of high school study are compensated, and insufficient preparation is gradually remedied. And since individual drill is the basis of the mastery of a language for communication, each student will get far more drill than in the conventional class where he may speak for only a few moments in an hour.

The third area of the Center will contain five suites of offices of three rooms each, for the five Language Departments, now inadequately housed in Hillcrest; and a series of offices for the Summer Language School secre-

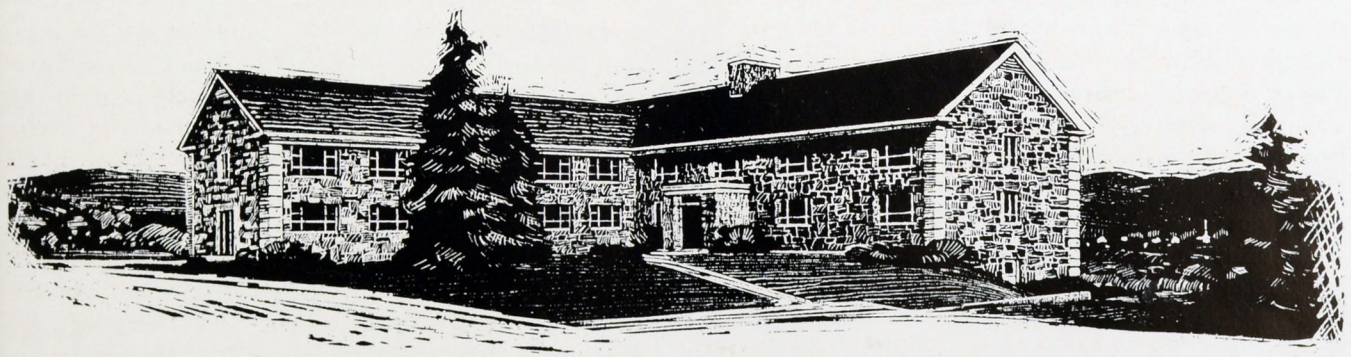
tarial headquarters, now in Old Chapel. The Center will also contain an experimental laboratory, with studios and equipment for advanced courses in phonetics, diction, and linguistics.

Someone will inquire—"Why all these new outlays? We thought Middlebury was doing all right in languages!" Yes, Middlebury has a high reputation for language teaching. It was a pioneer nearly fifty years ago in the development of specialized schools and houses where the foreign language was taught and practiced as a means of oral communication. Middlebury has one of the oldest and still the largest French House in the country. Middlebury had one of the earliest language laboratories in the country. Middlebury has by far the largest summer language school. But the fact is that the rest of the country is rapidly catching up with Middlebury, and will soon surpass it if we do not act vigorously.

This comes about because there has been in the last ten years a revolutionary change in the national attitude toward the study of modern languages, both with respect to its importance and to its objectives. Up until about 1940, in keeping with the generally isolationist atmosphere of our politics, the study of modern languages was declining seriously. The new theories of functional and progressive education tended to eliminate them; and in turn, the colleges were dropping their requirements of languages for admission and for degrees. Even more insidious was the growing acceptance, even in the profession, that two years of study was the normal course, and that all a pupil needed to do was to learn to read. Some knowledge of classical literature, discussed in English, was considered the adequate objective of a college course. For two decades, Middlebury stood nearly alone as the advocate of a mastery of a foreign language for oral communication.

Then suddenly, World War II proved the need for the ability to understand and speak, and the Army Training Programs proved that it could be achieved by the proper intensive method. Still the country was slow in waking up; and in spite of many articles in the public press, little was done until in 1952 the Modern Language Association launched its Foreign Language Program of investigation and reinvigoration. I am happy to have been a member of its Steering Committee from the start. Results soon began to show. The general public exerted pressure on schools and colleges. Three- and four-year high school courses, which had been dropped were revived. Within a three year period, fifteen major colleges including Middlebury reinstated a language requirement for the A.B. degree. Most noteworthy was the general insistence upon the need for an oral skill.

The full fruition of this campaign came with the passage of the National Defense Education Act in 1958, and now renewed for two more years. Under several titles, this Act has made available several million dollars for the purchase of language laboratories and teaching equipment by public schools; and for the improvement of language teaching, by the creation of Institutes, Area Programs, and Fellowships. This summer, eighty-five summer Institutes will give over 4000 language teachers a refresher course, with free tuition and a stipend of $75 a week plus allowances for dependents. In other words, the Federal Government will this summer pay 4000 teachers about $525 to go to an Institute, instead of going to Middlebury at a cost of $400. This severe competition applies not only to students, but also to faculty, because the Institutes pay their faculty members at least fifty percent more than the self-supporting Middlebury Schools can pay; and the large number of Institutes is exhausting the supply of good teachers. Generous fellowships are also given to many hundreds of graduate students preparing for college teaching or government service, in the critical languages. Students in the Middlebury Russian and Spanish Summer Schools may be eligible; but not in the other Middlebury Schools, nor in our Graduate Schools Abroad. Thus, while welcoming the revolutionary change in the national attitude toward language study, Middlebury College is beginning to find



A Language Dormitory for Women is scheduled for erection in the fall.

itself in grave danger of being outclassed by other colleges and even secondary schools, whose students are often subsidized, and whose equipment and technical facilities are paid for wholly or in part by the state or federal taxpayer.

Middlebury's only salvation lies in recognized superior quality. Up to now, we have not applied for one of the NDEA Summer Institutes, because the quality of the student whom we would be obliged to take and the type of program we would be obliged to offer, is mediocre compared to our present standards. The Middlebury Language Schools, both winter and summer, are still looked upon as the ultimate in excellence of instruction and organization. But we cannot rely on our momentum alone; the competition is becoming alarmingly keen.

What then should be our program for the next ten years? I shall speak not as a prophet, but as an idealist and as an optimist. Here is what I hope to see in the Middlebury of the future:

1. Freshmen will enter Middlebury with far more and better language competence. The movement for teaching languages in the grades, now sweeping the country, (nearly a million pupils now in grade school language classes, soon more than in secondary school language classes), and the prevalence of a three- or four-year high school sequence instead of the former two-year sequence, will bring students to Middlebury with a fair mastery of a foreign language as communication.
2. Fewer elementary and intermediate courses will therefore need to be offered, in the common languages. The freshman course will still have the handicap of a heterogeneous background, but individual work in the laboratory as described above, will even out the differences. Attention can then be turned to developing real fluency in comprehension, speaking, reading, and writing. Chiefly in the new laboratory, with classroom explanation and control, students will listen to foreign news broadcasts, taped from short wave radio, recorded speeches, and recorded plays by foreign theatre companies. They will spend two to three hours a week in the laboratory, replacing much of the class time, as well as study time. They will read foreign newspapers and contemporary literature, and will give oral and written reports in the foreign language on what they have heard and read. This is already being done at the sophomore and junior level, but the new laboratory and the higher level of preparation will make this possible at the freshman level.
3. In the Women's College, each student will have an opportunity to live in a language dormitory, perfecting her fluency in the language of her choice. Majors in a modern language will be required to do so for at least a year.
4. Although Language Houses may not be available for men, coeducational Language Tables will be organized for all modern languages, at which men also will develop fluency in the language, encouraged by the presence of a native faculty member. These will be open to freshmen particularly, before they join a fraternity; but the fraternity dining rooms will also have language tables for their members.
5. A considerably increased number of foreign students will be enrolled in Middlebury, bringing with them a greater realization of our contact with the rest of the world, and highlighting our need for a better knowledge of foreign languages and cultures.
6. A large proportion of our graduates will be preparing for careers in the Foreign Service, in the U.S. Information Agency, or for service in the Peace Corps, and other international activities. All of these agencies are placing heavy stress upon the mastery of a common European language, and upon the early acquisition of the language of an emerging nation.
7. Instruction in the less common languages will be added as rapidly as possible. The Federal Government is now encouraging the study of the critically needed languages by special contracts for programs at the universities, and by generous fellowships to students. Middlebury College will add the study of two or three of these languages to its Summer School program, and at least one to the academic year. Portuguese, Arabic, Chinese, Japanese and Hindi are the most likely prospects. These languages will be taught intensively by the newest audio-lingual methods in the laboratory. Even now, Chinese is being taught in several preparatory schools in New England, and Middlebury must offer continuing courses if it is to attract their graduates.
8. A course in general and descriptive linguistics will be added to the language curriculum, as an aid to the understanding of language in general, for English majors as well; and as a basis for the learning of a less common language along with a major in a common language.
9. With a more advanced preparation on arrival, more students will be able to take literary and cultural courses in the freshman year. Students will therefore derive more intellectual profit from their college work in the languages. The new laboratory will here also be of great service. Pupils will hear, and sometimes see the great plays of Europe performed on the stage. They will hear the modern poets of France or Germany read their poetry. They will listen to the speeches of statesmen, past and present, discussing the great issues of modern times. Music and fine arts will be integrated with history and literature in the well-equipped audio-visual rooms of the laboratory.
10. Students interested in perfecting their knowledge of a foreign language will have a far better and wider choice of foreign study programs. These are expanding too rapidly at present, and there are many irresponsible

and shoddy "study tours" now advertised. But well-organized and controlled plans are also becoming available. Students will study in intensive summer language schools, modelled on Middlebury, but at the undergraduate level, (like the one now given at Colby College). They will spend the Junior Year in planned and sanctioned study abroad, either enrolled in one of the many good American college programs, or at an approved institution in one of the emerging countries, without necessarily receiving full credit for the Junior Year.

11. The Middlebury College Graduate Schools Abroad will also expand. There will be Middlebury Schools in South America, in Russia, and perhaps also in the Near East for Arabic, in Japan, and in India. The present limit of fifty students in our Schools in France, Spain and Germany will be lifted, and a more complete organization will enable us to care for the hundreds of graduate students who now apply.

Middlebury College pioneered in the teaching of modern languages by the methods and for the objectives now nationally recognized as the right ones. It must continue to pioneer and to maintain its position as a model and as a leader.

Will there be a change in tomorrow's student?

By Dean of Men THOMAS H. REYNOLDS and
Dean of Women ELIZABETH B. KELLY

THERE are two essential elements in a college, the teacher and the student. Neither element can be dealt with separately because each affects the other. Good students require good teachers and good teachers need good students. Before we can consider what students will be like at Middlebury in the future we must make some assumptions about the College in the next decade and particularly about its teachers. And before we make these assumptions we must make some general predictions about trends in college education in the United States, because these trends will provide the framework within which the College will move and have its being. It seems that the following developments can be expected:

More undergraduate students will probably go on to graduate school.

There will be an increase in the necessity for specialization in academic skills. Some of this may stem from the increasing need for graduate training, and some of it may be the result of demands made upon the student in his post-college career.

It seems almost certain that future Americans will play an ever-increasing role in distant parts of the world. This will create among students a demand for increased familiarity with foreign languages and a broader cultural understanding of foreign peoples.

The scientific revolution will continue and man's specialized knowledge of science will grow tremendously while the scientific knowledge of the educated public will follow at a modest distance.

The startling work now being done at advanced levels in many secondary schools will become universal to the end that the student of the next generation will arrive at college at an earlier age or, more likely, in a better prepared state requiring a new articulation at a higher level between the usual college and secondary school curriculum.

We may expect more, rather than less, educational testing programs similar to those now conducted by the College Entrance Examination Board, and the many other organizations like it already in the field.

It seems that the present marked ability of students to adapt themselves readily to whatever social circumstances they find themselves in will continue to grow.

Though the cost of a private college education will continue to go up, extensive scholarship programs plus the predicted increase in public college education will undoubtedly mean that the students of the next generation will be drawn from an even broader economic background than the present ones.

If any or all of these predictions about the nature of the future generation in America come true they will

have an impact on the colleges which will inevitably be reflected in student life.

For example, if students move into a world after college which demands increased specialization of skills at the higher academic levels there will undoubtedly be a greater emphasis in colleges on depth of learning within individual disciplines. As this occurs it will probably be necessary for some colleges to re-emphasize the unity of knowledge in order to balance the increased specialization, and attempt to solve the problem—already severe—of creating an environment in which the specialist of one discipline can communicate with the specialist in another. In keeping with this trend, more colleges will be training their students for graduate work, and the competition to get into good graduate schools in future years may reach a situation analogous to the present one now faced by secondary school students seeking to enter college.

In connection with the predicted rise in the level of secondary education the colleges will face an interesting challenge. For many colleges the difficulty will involve reshaping the curriculum and perhaps persuading faculty members and college administrators that the student level of knowledge is really substantially higher. In time this will mean that students will advance faster toward study in depth involving individual research than has heretofore been the case.

The social adaptability of present and future students will undoubtedly call forth marked changes in the extra-curricular life of many students. There will probably be a trend away from organized extra-curricular activities, and some of the customary organizations of college campuses such as marching bands and some student publications may decline or disappear. The structure, and in some cases even the existence, of social organizations like fraternities and sororities will undoubtedly be questioned by students themselves.

Concerning Middlebury College in particular assumptions about the future can be somewhat more concrete, but much will depend on the ability of the College to meet its academic challenges successfully and move ahead. There is no question in our minds but what Middlebury will continue to change as it has changed in the past two decades. This change will not come about solely for the sake of change itself, but because in a changing world any institution must move forward unless by standing still it elects to move backward.

It is to be assumed that Middlebury will remain primarily a small liberal arts college with a limited major plant expansion. If the College does not contemplate extensive change in enrollment or plant, how then will it change? It would seem highly desirable and very logical for Middlebury to look forward to a period of growth in academic stature. Several factors indicate that this is a sound forecast. The process of growth in academic stature has been a continuous one during the past decade and there is no reason to expect this trend to end. This growth has carried Middlebury College to a position of academic status where it is now competing with some of the finest small colleges in the country. This competition demands a response in the direction of ever-increasing academic excellence.

The form of this response, and, indeed its principal means, will consist of steady faculty improvement. This means that Middlebury must compete for, develop and hold in various fields some of the top scholars and teachers in the country. To do this will require, among other things, improved and more competitive salaries, the adjustment and improvement of faculty teaching loads, and the development of all conditions which induce and foster contemplation, study, scholastic production and fine teaching. Since this kind of growth is expensive it must be expected that a larger portion of future college budgets will be put to this use. It would seem imperative also that new sources of income be found and devoted to this kind of expansion, which in our estimation, will mark the most notable change and growth in the Middlebury of the next decade.

In conjunction with this it must be noted that such change is not easily accomplished. Unlike the installation of new capital goods in a factory or even the building of self-liquidating college facilities like dormitories and dining halls the procurement and maintenance of a fine faculty member shows no immediate return in the accounting office. It represents a very considerable expenditure out of current income the results of which can only be discerned by means very often intangible at an indeterminate date in the future when academic perspective has been achieved. In view of the expensiveness of this kind of growth, there is no reason to expect that the cost of education to the future student at Middlebury will go down. On the contrary tuition and other charges could continue to rise at least as long as the general cost of living maintains its upward trend.

In view of this it will be imperative for Middlebury to make increasingly available to students sufficient funds in the form of scholarships and loans to insure a student body sufficiently diversified socially and economically to nurture an atmosphere conducive to inquiry and to the exchange of ideas. Such an atmosphere is all too easily subverted when all students have the same socio-economic backgrounds. It will be desirable also for the sake of future Middlebury students to seek new funds to expand the number of foreign students brought to the College in future years.

If all or some of these assumptions about the future at Middlebury have any validity what then can be forecast about students?

If Middlebury's growth in the future is to be best

manifested in academic achievement there can be little doubt that the level of selection among incoming students will rise. This, however, should not simply mean that the Admissions Office will automatically push college entrance exam minimums and averages to increasingly dizzy heights. Rather it should mean that as a more numerous group of students with higher standard admissions criteria seek entrance, the Admissions Director will have more freedom to choose each class on additional criteria of a more personal nature adding with deliberation a variety of student backgrounds, interests and ambitions conducive to the advance of the atmosphere of inquiring and learning.

This does not mean that we may expect students in the future to become "grinds." An educational institution which ministers to only one type of student abdicates part of its responsibility in the pattern of American education. We may continue to expect a variety of students with differing interests and talents, but the level of their pre-college education, their ability and their motivation should continue to improve.

There seems little doubt that the general factors mentioned in the first part of this article along with the intensification of academic effort at Middlebury will mean that more Middlebury students will be doing more independent study and research at the undergraduate level than has heretofore been the case. The student of the future will be both able and required to learn the discipline of his chosen major in depth. One of the tests which the College will face in future years will be to foster this pursuit of knowledge in depth without sacrificing the concept of the unity of knowledge so important to the basic idea of a liberal arts education.

Though student aptitude will improve it is likely that the intensification of academic work and the academic competition among students, already a significant factor in rising academic standards, will bring more problems in the area of student counselling. The student who can easily do the work but doesn't, may be increasingly replaced as a problem by the hard-working student who simply can't keep up or in whom the swiftness of the academic pace has produced a psychological reaction rendering him temporarily incapable of running the academic course. Other aspects of college life including adequate psychiatric counselling will have to be intelligently adjusted to help students reach the levels which not only Middlebury but our society will demand of them. In this connection, too, there seems little possibility of a decrease in international tension in the next decade. As in the past, this sort of tension bears directly on young people of college age increasing their difficulties.

With all this, undergraduates will undoubtedly continue to be undergraduates in every sense of the word. Social life is a necessity for most humans and in college our young people experiment and learn and grow in many ways besides those measurable in the classroom.

It seems likely that the more organized forms of social activity will give way to more informal ones. This is already noticeable in several areas of campus life today. Individual activities or those involving small informal groups seem to be in the ascendency.

This fluidity will undoubtedly have an effect on sororities and fraternities. Where they serve a useful purpose in the life of the student they will continue, but it seems probable that increasingly the friendships and activities of future students will not be limited to formally organized social groups.

In general the future looks exciting. Our students will be challenged more and should be capable of meeting the challenge. Middlebury should be able to offer to its future students the privilege of participating in the life of an institution aware of its responsibilities and determined to accept them.

How will Middlebury's future be financed?

By Walter E. Brooker, *Director of Development*

PROGRESS HAS A PRICE. It is a sobering but inescapable fact that the implementation of the plans for the *Middlebury of Tomorrow* will require the means to finance the teaching resources and physical facilities needed to carry out the programs previewed in this issue.

What is the price and where will the funds be found to pay it? These are key Development questions. Realistic

answers must be determined by the same process of planning and evaluation as used by the President and Faculty in laying out the academic programs to be financed.

The cost of Middlebury's program for the next decade years has been estimated and efforts are now under way to acquire the necessary financial resources.

Total cost of the program is estimated at $13,637,000. Of this amount $10,887,000 must be secured in gifts and grants. Here then is the Development goal for the *Middlebury of Tomorrow*—the next step in our journey up the hard road to excellence. But let us digress for a moment to look back briefly to earlier steps up this road. Each has been difficult beginning with the first step that launched the College in 1800 in a rugged pioneering community through the latest step that made possible the new, expanded facilities of the Egbert Starr Library. The College can look confidently to the *Middlebury of Tomorrow* because of the many steps it has taken up the road to excellence.

Wright Memorial Theatre, an expanded Starr Library, greatly improved faculty salaries, additional faculty, new programs in independent study and Teacher Training, etc., and increased scholarship aid resulted from increased resources made available by gifts and grants. So perhaps we should place the financial blue print for Middlebury's next decade in proper perspective by comparing it with the record for the last ten years.

This is the comparison. First in terms of the use of funds raised by gifts and grants and then with respect to the sources of these essential funds. All figures are rounded to the nearest thousand.

Uses of Funds Raised and to be Raised

	1952–62	*1962–72*
Educational budget additions	$ 583,000	$ 674,000
Student Aid	691,000	853,000
Physical Plant	3,809,000	7,020,000
Endowment	2,444,000	4,500,000
All Other	131,000	590,000
Total	$7,658,000	$13,637,000

Physical plant and endowment rightly dominate the use designations in each decade. Prudent management of operating budgets and more realistic tuition charges have meant that spendable gifts and grants have been available to augment income from tuition, fees and endowment rather than to cover operating deficits. Equally important they have allowed Middlebury to concentrate fund raising efforts in financing permanent investments in a steadily improving educational program through increased endowment and new teaching facilities.

For example the $4,500,000 in endowment sought in the next decade is to make available to the *Middlebury of Tomorrow* more endowed professorships, improved salaries, better sabbatical and shorter term faculty research and study programs and increased visits to the campus by outstanding lecturers and artists. Scholarship endowment additions are required to finance student aid each year for able students, American and foreign, from the diverse backgrounds required to insure a cosmopolitan academic community. Additional endowment is also required to help maintain the new additional physical facilities planned for the *Middlebury of Tomorrow*.

Plans and proposal for new physical facilities are discussed elsewhere in these pages. Each of these facilities—the new Language Dormitory, new Language Center, greatly expanded natural science facilities and an Art Gallery-Music Center—has an integral part in the *Middlebury of Tomorrow*. Collectively, however, they represent a capital investment of $7,020,000.

Consider once more the cost of insuring the *Middlebury of Tomorrow*. This time the "blue print" embraces the sources of funds required in the decade ahead compared with the gifts and grants received from these same sources in the last ten years.

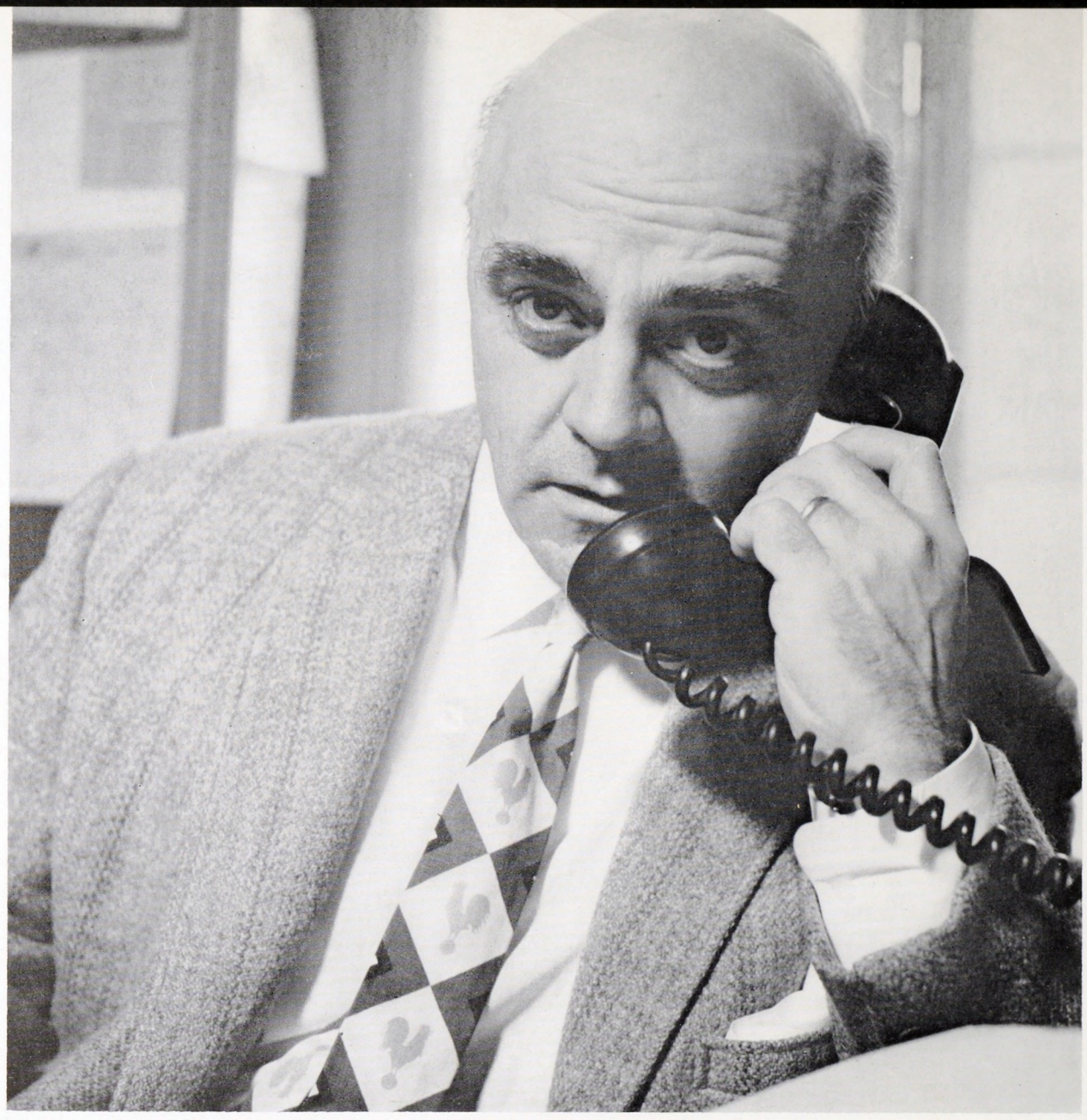
Sources of Funds Raised and to be Raised	*1952–62 Results*	*1962–72 Goals*
Alumni	$ 770,000	$ 2,799,000
Foundations	1,304,000	2,281,000
Governing Board	633,000	1,113,000
Other Individuals (*not alumni or trustees*)	1,046,000	1,616,000
Bequests	1,410,000	1,000,000
Industry and business	323,000	867,000
Government agencies		
Research and student aid grants	538,000	1,151,000
Self amortizing building loans	1,595,000	2,750,000
All Other	39,000	60,000
Total	$ 7,658,000	$13,637,000

Those of us who are Alumni and Alumnae should study carefully the $2,799,000 required as our investment in the *Middlebury of Tomorrow*. Is this a realistic goal?

There are many different answers to this question. Graduates of similar institutions are facing up to comparable responsibilities in alumni support. Furthermore, the College's Library Program showed conclusively that Middlebury men and women will rally strongly in support of an important cause. Most important we must realize that Middlebury's alumni body is now composed of 10,000 men and women. On a per capita basis the alumni objective becomes $279.90 for the 10 year period or $27.99 per year.

Perhaps the best answer is to ask yourself this question: "If I was asked to support the *Middlebury of Tomorrow* as a foundation and corporate executive could I justify doing so if I felt that Middlebury graduates did not feel it worthy of an average investment of $28.00 per year?"

African Sculpture is examined during the 20th Annual Middlebury Conference by (*left to right*) Peter J. Kingsley, '65, Heidi S. Winkler, '65,—a Swiss native—and Barry R. McClelland, '65. Peter's father represents the Ford Foundation in Nigeria, West Africa, where he is conducting the overseeing of a training program that prepares Africans to take over civil service positions formerly held by the British. Barry's father is United States Charge d'Affaires at the American Embassy in Dakar, Senegal, West Africa.



Middlebury's Long-Time Faculty

CLAUDE L. BOURCIER

CLAUDE L. BOURCIER, Professor of French and Dean of the French School: a brilliant and fluent teacher, and a lecturer very much in demand outside Middlebury, has a reputation for being one of the ablest members of the College's faculty. He is a native of France and received his higher education at Bordeaux and Paris. Professor Bourcier was a Fellow at Ecole Normale Supérieure, Paris, before coming to this country in 1935. His degrees include: Baccalauréat, Licence-ès-lettres, Diplôme d'études supérieures, and Agrégation des lettres. This is his twenty-fifth year at Middlebury. In addition to his teaching duties, he is chairman of the Faculty Educational Policy Committee. In the fall he will return to Paris for the third time since 1949 to be Director of Studies of the Middlebury Graduate School of French in France.

Professor Bourcier welcomes the opportunity to teach students at all levels of instruction, and he encourages as close a relationship as possible between student and teacher. "The (*Please turn to page* 19)

News of the COLLEGE

MIDDLEBURY COLLEGE'S new documentary film, *The Dimensions of a College* (see page 13, *Winter*, 1962, *YOUR FAMILY AND MIDDLEBURY*) will be shown at the American Film Festival in New York City April 25–29. Selected by a preliminary screening committee fot the finals of the Festival, it will be shown in the category of educational and youth-serving films of non-profit organizations. In this classification it will be eligible for Blue Ribbon Awards given by the Educational Film Library Association.

Made at intervals over approximately 18 months, *The Dimensions of a College* includes historical aspects of Middlebury's long life, and covers—in color—the College of today showing students, faculty, the campus, and events throughout the college year. Also shown are glimpses of graduates who have entered a variety of careers after attending the "College on the hill."

In addition to showing the film in color at schools, organization meetings, and at various Alumni Reunion Dinners throughout the country this winter and spring, a black and white, half-hour film adapted from the color version is now being run on television programs in a number of states. The most distant showings to date are one in California and another in New Orleans, La.

THE APPOINTMENT of Wendell F. Forbes, '51, to the coaching staff of Middlebury College was announced recently by President Samuel S. Stratton. He will coach freshman teams in football and hockey, and varsity baseball. The appointment is effective Sept. 1, 1962.

Wendy Forbes

Wendy Forbes returns to the College where he established a record as one of its greatest athletes. He is the only Middlebury athlete to have won 12 major letters, having played halfback in football, defense in hockey, and third base in baseball. During his senior year he was captain of hockey.

Following his graduation from Middlebury, Coach Forbes played four seasons of professional baseball with the Allentown (Pa.) Cardinals, Fort Lauderdale (Fla.) Lions, and Meridian (Miss.) Millers. He was also coach of football and baseball at Municipal Junior College in Meridian, Conn.

He was a teacher-coach at Northfield (Vt.) High School for one year before joining the Norwich University staff in 1955 where he has been an assistant coach of football, and coach of freshman hockey and varsity baseball.

THE COLLEGE has received a grant designated for the use of the Economics Department. A gift of $2,500 has been authorized by the General Electric Foundation. This grant will permit two members of the Economics faculty, Dr. David K. Smith and Dr. John V. Craven, to study in what ways developments in the new and rapidly-growing field of computers may be incorporated into Economics courses.

We're looking forward . . .

. . . To welcoming parents of the Class of 1962 to the campus for Commencement Weekend. Plans have been completed for this important weekend and the program is published below for your information.

JUNE 8-11, 1962

1962 COMMENCEMENT PROGRAM

Friday, June 8

6:30 Buffet Supper, Bread Loaf Inn
8:30 *The Dimensions of a College*—a film on Middlebury. Informal discussion on admissions policies by Directors of Admissions

Saturday, June 9

9:00 a.m.–11:30 a.m. Alumni Coffee Hour, Alumni Center
9:30 a.m. Class Day Ceremonies, Lower Campus
10:30 a.m. Alumnae Association Reception commemorating 50th Anniversary—Proctor Hall
10:30 a.m. Alumni Association Meeting, Stewart Hall
12:15 p.m. Commencement Luncheon, Memorial Field House
2:30 p.m. Panel Discussion—*A College Faces Its Alumni*, Wright Theatre
4:00 p.m. Informal Reception at the President's House
8:30 p.m. Commencement Play: *Playboy of the Western World* by John Millington Synge—Wright Memorial Theatre

Sunday, June 10

10:45 a.m. Baccalaureate Service, Mead Chapel
12:30 p.m. Phi Beta Kappa Dinner, Middlebury Inn
7:00 p.m. Cane Ceremony, Forest Hall Arcade
8:30 p.m. Commencement Play: *Playboy of the Western World* by John Millington Synge—Wright Memorial Theatre

Monday, June 11

10:15 a.m. Commencement Procession, Memorial Field House
10:30 a.m. Commencement Exercises, Memorial Field House

MIDDLEBURY'S LONG-TIME FACULTY

(*Continued from page* 18)

primary role of a teacher," he believes, "is not to give facts but to stimulate—to make the students aware of the intellectual activity and to encourage active participation by the students in class exercises and discussions." Two other points he believes in strongly are: (1) "In having students go to the original text in literature studies, whenever possible, and not relying on second-hand information and/or criticism"; and, (2) "Fostering in students the kind of attitude and curiosity that will make everything they learn or come in contact with, through their studies, a personal, lovable, usable, human experience, relating the great or small things of the past—literary, artistic, philosophical, religious, etc.—to our daily environment, our present problems —personal, national, or planetary."

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